

Cross-KLA Programming

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Languages changing at St Peters

- * Change from just some classes
- * Eventually all students will do Languages
- * Vision for how to make our 2 languages enhance each other / be effective
- * Needed new Scope & Sequence
- * New curriculum requirements
- * Great opportunity!

Why Integrate?

- * Efficient
- * Motivating
- * Research-based: student learning of **content** is at least as effective, if not better, when done in the Target Language

(ref: Eckstein, A (1986) in Fernandez, S. 2007:*Promoting the Benefits of Language Learning*)

- * enhances opportunities for immersion

How did we do it?

- * Class Teacher input &
- * Analysis of all teaching units

- * this was compiled into an overview of possible topics, possible thematic links:

Overview of possible topics

Overview of topics for integrating languages

Grade	HSIE	Science	English	Maths	PDHPE	Art
K – T1	?Starting School ?All about Me unit? / God Made me?		Nursery Rhyme	?Goodnight Sleep tight? unit		
K – T2	Farm (Also Health Eating)			Shapes Halves Ten		
K – T3	Australian Animals					
K – T4	Places We Know					
Yr 1 – T 1	People Who Help Us	Light Up Colour?			PDHPE: Playing	
Yr 1 - T 2	Under the Sea Shelters	Under the Sea			Keeping Healthy: exercise, food, hygiene	
Yr 1 - T3	Toys					Toys in Art, puppets etc.
Yr 1 – T4	Fiesta (Integrated Unit) Easter Eggs Where our families come from				Summer Safety	Vis Art: Christmas related NB. Christmas Tree
Yr 2 – T1	Why people tell stories	Dr Seuss	Energy		Social Skills/Friends Keeping Healthy, Hygiene, food, exercise	Drawing/Sketching: Faces
Yr 2 – t2	The Way We were (learning about the past, school)	Mem Fox				Autumn Leaves (Wk 5) Van Gogh
Yr 2 – t3	Take Care (Environment)	Flat Stanley	Plants			Sunsets (Colours) Monet, Van Gogh Daffodil (Spring)
Yr 2 – t4	Water	Transport			Street Safety	
Yr 3 – T1	Discovering Australia	Super structures	Persuasive Writing Speeches		Bully Busting	Old Buildings
Yr 3 – T2	National Parks	Body Bits	Narratives		Safety	Portraits – parts of faces (watercolours)

Yr 4 – T1	First Fleet	Don't Bug Me	Narratives		Bully Busting	Aboriginal Art
Yr 4 – T2	Antarctica	May the Force be With You	Information Reports		ICT: Powerpoints Keeping healthy	Van Gogh
Yr 4 – T3	Japan	Links in a Chain	Poetry		Emails	Japan
Yr 4 – T4	Primary Industries (Ag View)	Technology Industries	Expositions			
Yr 5 – T1	Rainforests	Stop the Rot	Poetry, Expositions		Positive Relationships	Sculpture: Volcano, Clay
Yr 5 – T2	Gold	Our Place in Space	" ", "", Procedures		Emergency Response	Various charcoal techniques
Yr 5 – T3	Democracy	Shake, Rattle and Roll	Procedure, Lit Recount, Narrative			Colour mixing
Yr 5 – T4		Making Life Easier				
Yr 6 – T1	Aboriginal Culture	Light & Sight	Narrative Discussion		Relationships/Friendships	Sketching L. da Vinci Cave / Bark Paintings (do these exist in other areas, eg. France, Germany) Environmental Art
Yr 6 – T2	Government	What's the Matter?	Historical Recount Discussion		Safety in Environment (dangers of alcohol is within this – * links to evaluating beer culture in Germany) Signs & Symbols in environment – * evaluating how these help in foreign language environments	Collage, Cubism (Picasso)
Yr 6 – T3	Family, History, Culture	Going...Going...Gone	Poetry			Handcrafts: Weaving,

Which ones would work?

- * We considered which topics would best facilitate Language learning, for the given class.
- * Some were too difficult to utilise given the age / stage of the children & their language learning.

What does our Languages Scope & Sequence look like?

- * We included relevant outcomes from other KLAs where we were integrating learning
- * We included the relevant outcomes from the General Capabilities documents
- * Work in progress: there are many more that could be included!

Scope & Sequence

*Cross-curriculum priorities

*General capabilities

*Other KLAs

Scope & Sequence

Stages 1-3

2014

The name of the relevant Syllabus is indicated above the listed outcomes. Relevant cross-curriculum priorities, general capabilities and areas of important learning for all students that are specifically supported in a given unit are indicated with their ACARA symbol.



Aboriginal & Torres Strait Islander Histories & Culture



Sustainability



Ethical Understanding



Intercultural Understanding



Numeracy



Civics & Citizenship



Work & Enterprise



Asia & Australia



Creative & Critical Thinking



ICT capability



Literacy



Personal & Social Capability



Difference & Diversity




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Learning across the curriculum icons








LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *English K–10 Syllabus*.


Cross-curriculum priorities

- | | |
|---|--|
|  | Aboriginal and Torres Strait Islander histories and cultures |
|  | Asia and Australia's engagement with Asia |
|  | Sustainability |

General capabilities









- | | |
|---|---|
|  | Critical and creative thinking |
|  | Ethical understanding |
|  | Information and communication technology capability |
|  | Intercultural understanding |
|  | Literacy* |
|  | Numeracy |
|  | Personal and social capability |

Other learning across the curriculum areas





- | | |
|---|--------------------------|
|  | Civics and citizenship |
|  | Difference and diversity |
|  | Work and enterprise |

* Literacy is embedded throughout the *English K–10 Syllabus*. It relates to a high proportion of the content descriptions across K–10. Consequently, this particular general capability is not tagged in this syllabus.

Stage 1





	Term 1	Term 2	Term 3	Term 4
Kindergarten	French	French	French	French
<i>All classes</i>	Greetings Counting to 10 Colours	Introduce myself Ask somebody their name	Family	Christmas
Outcomes	French: 1.UL.1, 1.UL.3 1.UL.4 1.MLC.1, 1.MLC.2 1.MBC.2 English: ENe-1A, ENe-6B Mathematics: MAe-4NA 	French: 1.UL.1, 1.UL.3, 1.UL.4 1.MLC.1 English: ENe-1A, ENe-6B 	French: 1.UL.1, 1.UL.2, 1.UL.3, 1.UL.4 1.MLC.1 1.MBC.2 English: ENe-1A, ENe-2A ENe-6B, ENe-11D 	French: 1.UL.1, 1.UL.3 1.UL.4 1.MLC.1 1.MBC.1, 1.MBC.2 English: ENe-1A ENe-6B 
Year 1	French	French	German	German
<i>All classes</i>	Colour*	Emotions: How do you feel?*	Intro to German (Greetings, German Traditions) Let's Play! Toys	My Family Celebrations* - Martinstag - Christmas: trees, vocab
Outcomes	French: 1.UL.1, 1.UL.2, 1.UL.3, 1.UL.4 1.MLC.1, 1.MLC.2 English: EN1-1A, EN1-2A 	French: 1.UL.1, 1.UL.3, 1.UL.4 1.MLC.1, 1.MLC.2 1.MBC.1, 1.MBC.2 English: EN1-1A, EN1-2A PDHPE: PHS1.12, SLS 1.13 	German 1.UL.1, 1.UL.3 1.MLC.1, 1.MLC.2 1.MBC.1, 1.MBC.2 English: EN1-1A, EN1-2A 	German 1.UL.1, 1.UL.2, 1.UL.3, 1.UL.4 1.MLC.2 1.MBC.1, 1.MBC.2 English: EN1-1A, EN1-2A HSIE CUS1.3, CUS1.4 

Year 2





Year 2 <i>All classes</i>	German Intro to German (2014 only) Greetings Colours & Numbers My Body* Faces*	German My schoolbag Seasons & Birthdays* (Maisy Unit)	French Plants* Monet*	French Transport* French Christmas
<i>Outcomes</i>	German 1.UL.1, 1.UL.2, 1.UL.3, 1.UL.4, 1.MLC.1, 1.MLC.2, 1.MBC.1, 1.MBC.2 English: EN1-1A, EN1-2A Mathematics: MA1-4NA HSIE CUS1.3 	German 1.UL.1, 1.UL.2 1.UL.3, 1.UL.4 1.MLC.1, 1.MLC.2 1.MBC.1 English: EN1-1A, EN1-2A, EN1-9B, EN1-11D HSIE CUS1.3 CUS1.4 	French: 1.UL.1, 1.UL.2, 1.UL.3, 1.UL.4 1.MLC.1, 1.MLC.2 1.MBC.1 English: EN1-1A, EN1-2A, EN1-9B 	French: 1.UL.1, 1.UL.3 1.UL.4 1.MLC.1 1.MBC.1, 1.MBC.2 English: EN1-1A, EN1-2A HSIE CUS1.4 

Year 3

Stage 2





	Term 1	Term 2	Term 3	Term 4
Year 3 <i>Extension class only</i>	German Descriptions Animals Easter	German Describing Animals Rainbowfish	German Greetings/Time of day Numbers Birthday Sport	German Freetime Christmas - Adventskranz - Nikolaustag
Outcomes	German 2.UL.1, 2.UL.2, 2.UL.3, 2.UL.4 2.MLC.1, 2.MLC.2 English: EN2-1A, EN2-5A, EN2-9B Mathematics: MA2-18SP 	German 2.UL.1, 2.UL.2, 2.UL.3, 2.UL.4 2.MLC.2 English: EN2-1A, EN2-5A, EN2-9B 	German 2.UL.1, 2.UL.2, 2.UL.3, 2.UL.4 2.MLC.1, 2.MLC.2 2.MBC.1 English: EN2-1A, EN2-5A, EN2-9B 	German 2.UL.2, 2.UL.3, 2.UL.4 2.MLC.1, 2.MLC.2 2.MBC.1, 2.MBC.2 English: EN2-1A, EN2-5A, EN2-9B 

Year 4




Year 4 <i>Extension Class only</i>	German Very Hungry Caterpillar* (numbers, days of week, food) Easter	German Classroom Instructions Fun Expressions German Cities Numbers	German Colour: Kleine Blau, Kleine Gelb (Lionni) (Freetime, friends, colours) Clothing	German Clothing/Shopping Christmas - Christmas food - Christmas carols
Outcomes	German 2.UL.1, 2.UL.2, 2.UL.3, 2.UL.4 2.MLC.1, 2.MLC.2 2.MBC.2 English: EN2-1A, EN2-5A, EN2-9B Science ST2-10LW 	German 2.UL.1, 2.UL.2, 2.UL.3, 2.UL.4 2.MLC.1, 2.MLC.2 2.MBC.1, 2.MBC.2 English: EN2-1A, EN2-5A, EN2-9B 	German 2.UL.1, 2.UL.2, 2.UL.3, 2.UL.4 2.MLC.1, 2.MLC.2 English: EN2-1A, EN2-5A, EN2-9B 	German 2.UL.1, 2.UL.3 2.MLC.1, 2.MLC.2 2.MBC.1, 2.MBC.2 English: EN2-1A, EN2-5A, EN2-9B 

Year 5

Stage 3

	Term 1	Term 2	Term 3	Term 4
Year 5 <i>Extension Class only</i>	German Fairytale & Research project Easter Penpals (ongoing)	German Birthdays (Months, Ordinal Numbers/Dates, Presents) My Family Penpals	German School Telling the time German Unification Day Penpals	German Numbers Christmas -Adventskalender -comparing Aust vs Germany Penpals
Outcomes	German: 3.UL.1, 3.UL.2, 3.UL.3, 3.UL.4 3.MLC.1, 3.MLC.2 3.MBC1, 3.MBC.2 English: EN3-1A, EN3-4A, EN3-5B, EN3-6B, EN3-7C, EN3-8D 	German: 3.UL.1, 3.UL.2, 3.UL.3, 3.UL.4 3.MLC.2 3.MBC.2 English: EN3-1A, EN3-4A, EN3-6B 	German: 3.UL.1, 3.UL.2, 3.UL.3 3.MLC.1, 3.MLC.2 3.MBC.2 English: EN3-1A, EN3-4A, EN3-6B Mathematics: MA3-13MG 	German: 3.UL.1, 3.UL.2, 3.UL.3 3.MLC.1, 3.MLC.2 3.MBC.1, 3.MBC.2 English: EN3-1A, EN3-4A, EN3-6B 

Year 6

Year 6 <i>Extension Class only</i>	German Weather Easter	German Meisterchef!	German Germany through Soccer: Soccer	German Germany through Soccer: Travel Christmas -taste German food
Outcomes	German: 3.UL.1, 3.UL.2, 3.UL.3, 3.UL.4 3.MLC.1, 3.MLC.2 3.MBC.2 English: EN3-1A, EN3-4A, EN3-6B 	German: 3.UL.1, 3.UL.2, 3.UL.3 3.MLC.1, 3.MLC.2 3.MBC.1, 3.MBC.2 English: EN3-1A, EN3-4A, EN3-6B Mathematics: MA3-11MG 	German: 3.UL.1, 3.UL.2, 3.UL.3, 3.UL.4 3.MLC.1, 3.MLC.2 3.MBC.1, 3.MBC.2 English: EN3-1A, EN3-3A, EN3-4A, EN3-6B 	German: 3.UL.1, 3.UL.2, 3.UL.3, 3.UL.4 3.MLC.1, 3.MLC.2 3.MBC.1, 3.MBC.2 English: EN3-1A, EN3-4A, EN3-6B Mathematics: MA3-13MG 

Some examples

Year 1 Celebrations Unit “Fiesta”

Year 1 Light (colour)

Year 1 Toys

Year 4 Insects Unit

Year 4 Music Unit: Folk Music

Year 5 Fairytale Literature Unit

Year 6 Ext: Lois Lowry Unit (WWII history)

Year 1 Celebrations/Fiesta Unit

Meeting various outcomes, especially HSIE

German:

- Christmas Festivities
- Lantern festival
- Advent wreaths etc.

Year 1 Light (Colour) Unit

Integrated unit, meets:

- * science
- * art
- * writing outcomes

Easy opportunities for integration - we use it for a French Colour unit

Year 1 - Toys unit

- * Primarily a Science Design & Make unit (how toys work; principles of physics)
- * HSIE Outcomes - fabulous - culture
- * Fun for integration!
- * Famous German Toys
- * The language of playing with toys / playing games

Year 4: Science “Don’t Bug Me”

- * Integrated with German unit on “The Very Hungry Caterpillar”
- * Teach technical language/content as well (eg. lifecycle)
- * Links with Literature
- * further ideas re Science Topics - many schools use “Primary Connections” resource

Literature

- * I use a lot of books!
- * Lois Lowry Unit: “Number the Stars” WWII
- * Lots of opportunities for other languages
- * Opportunities for varying perspectives
- * Utilising Literature from other cultures, especially Asian, is an important part of new English curriculum

English Syllabus, p24

Across a stage of learning, the selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- everyday and community texts
- a wide range of factual texts that present information, issues and ideas
- texts that include aspects of environmental and social sustainability
- an appropriate range of digital texts, including film, media and multimedia.

In selecting specific texts for study in English, teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.

Note: students with special education needs may not be able to use all or some of the language modes. Some students with special education needs communicate through a variety of verbal or non-verbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students and make appropriate curriculum adjustments.

English Syllabus

- * students **must** experience texts from other languages in every grade!
- * get to know the **text types** and when they are taught. Even recipes are a text type (“procedural texts”) and students are taught the grammar of these texts.

Other factors that contribute to cross-KLA teaching & learning

- * Relationships with class teachers
- * Languages Celebration Day - to promote new direction for Languages for all students
- * Collaboration
- * Collegial Professional Development
- * Get to know the other KLA documents

Your turn!

- * Look at Outcomes from various Syllabus documents (English, Maths, Science, History, Music)
- * What can you incorporate?
- * “Learning Across the Curriculum Statements” (from English Syll p27ff) for your reference if you want to look at them

Your turn! Brainstorm

- * how could you **integrate** into your programs?
- * a **topic** you could teach that links with it
- * an **activity / resource** you could provide a classroom teacher so that they can reinforce what you are teaching